21st century Skills means shifting from a two-dimensional curriculum design to a three-dimensional design (H.L. Erickson, 2008).

<table>
<thead>
<tr>
<th>Traditional Curriculum = 2 Dimensional</th>
<th>21st Century Curriculum = 3 Dimensional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage Centered</td>
<td>Idea Centered</td>
</tr>
<tr>
<td>Topic-Based</td>
<td>Concept-Based</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>“We will learn important facts and dates about the American Civil War.”</td>
<td>“Through the study of the American Civil War, we will learn about patterns of conflict/change over time and across nations.”</td>
</tr>
</tbody>
</table>

Intellectually Shallow

Intellectual Depth

Becky Russell, MLS | Library/21st C. Skills Specialist | Colorado Department of Education | 303.866.6772 | russell_b@cde.state.co.us

This project is made possible by a grant from the U.S. Institute of Museum and Library Services.
Critical Thinking
Think Deep, Think Differently
Students analyze information, solve problems, and create new knowledge.
Example: After reading current teen literature to explore social issues, student teams choose one social issue and research it using nonfiction text. Students use digital media to create a social awareness advertisement (DCSD, 2012).

Invention
Create Solutions
Students assess real-world problems and invent new solutions. A focus on creativity is essential to prepare students for the future.
Example:
Students create cyber-bullying podcasts for teacher use (DCSD, 2012).

Self Direction
Own Your Learning
Students set goals, organize their assignments and manage their academic time to develop a strong, balanced work ethic.
Example:
Students develop professional e-portfolios and organize their learning using Google Apps (DCSD, 2012).

Collaboration
Work Together, Learn Together
Students communicate and work collaboratively to support learning and contribute to the learning of others.
Example: Student teams share their evaluation criteria for various projects with one another using Google forms and/or Google comments (DCSD, 2012).

Information Literacy
Untangle the Web
Students use tools to gather and evaluate information to determine validity and reliability.
Example: Student teams use reliability/validity criteria to recommend web sites for a class research project. Class/teacher determines if recommended web sites should be uploaded to teacher web page for access for research project use (DCSD, 2012).

21st century Shifts in Teaching Practice
- Designing lessons that foster student collaboration
- Developing lessons and units that are purposeful and encourage student-led inquiry and critical thinking skills
- Move from “teacher as lecturer” to “teacher as facilitator”
- Designing lessons around concepts rather than on content and looking for integrated opportunities for teaching

Suggestions in Planning for Professional Learning Shifts
- Develop teacher learning communities
- Provide structure and coaching so that educators can practice collaborating and backwards planning
- Provide guidance on concept-based (as opposed to content-driven) instruction